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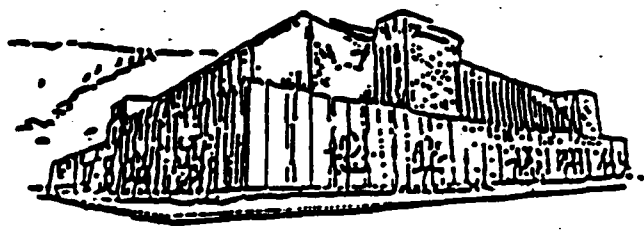
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**CURRICULUM REVISION AND IMPLEMENTATION:
IMPLICATIONS FOR BUSINESS TEACHER EDUCATION**

by

Sandra R. Williams

M.A., The University of Montana, 1997

B.A., The University of Montana, 1995

presented in partial fulfillment of the requirements

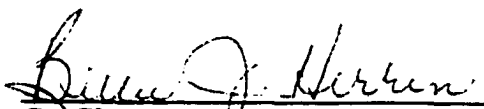
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The University of Montana

2000

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Co-Chairperson


Co-Chairperson


Dean, Graduate School

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Abstract

Williams, Sandra R., Ed.D., May 2000

Education

Curriculum Revision and Implementation: Implications for Business Teacher Education (91 pp.)

Co-directors: Billie J. Herrin, Ed.D. and
Michael Jakupcak, Ed.D.

The development of new curriculum for business teacher education programs was an immense step forward in meeting the needs of business education. The success of curriculum revision, however, can only be realized when business teacher educators and administrators are willing and committed to assessing and adapting their business teacher education programs to model the standards (NABTE, 1997).

The primary purpose of this study was to investigate and determine if curriculum changes had been made at National Association for Business Teacher Education (NABTE) institutions to reflect the 1995 National Business Education Association (NBEA) *The Standards for Business Education: What American Students Should Know and Be Able to Do in Business* and the 1997 NABTE *Business Teacher Education Curriculum Guide and Standards*. Questionnaires sent to member representatives of all 139 NABTE institutions across the United States yielded a total response rate of 64%. This study used a descriptive design that took advantage of the power of quantitative analysis to determine and report the findings. The procedures utilized for the analysis of data included: Discriminant Function Analysis, Chi Square Goodness-of-Fit test, frequency tabulations, and percentages.

This study found that (a) most (65%) respondents indicated that changes had been made in their business teacher education curriculum to meet the 1995/1997 Standards. Of the respondents who had not changed their curriculum to meet the standards, 48% indicated they will change within 1.5 semesters; (b) the net enrollment increase for business teacher education programs that had adopted the 1995/1997 Standards was 16.4%, while the net enrollment increase for programs that had not adopted the 1995/1997 Standards was 3.9%; (c) the top two reasons indicated for adopting the 1995/1997 Standards were to keep the curriculum current and to comply with accreditation and state standards; and (d) over 60% of business teacher education programs had business and information technology as their curriculum focus.

The need for business teacher education programs to implement the 1995/1997 Standards is intuitively clear. Several other recommendations are also made, including the need for the NBEA and NABTE standards to continue to adapt to the perpetual changes taking place from educational reform while also being responsive to the needs of business and industry. The need for further research to be conducted which studies the changes occurring in business teacher education was also evident.

Acknowledgments

Gratitude is the only word I can use to describe my feelings toward some very special people who helped me to complete a meaningful goal. This accomplishment is truly a tribute to the people who have influenced my life.

First, I would like to thank my parents, Bea and Dean Williams, for teaching me the value of hard work, honesty, and the ability to look at a long project one small piece at a time. Through their guidance and love they instilled in me the confidence which allowed me to take on and complete this task.

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION	1
The Problem and the Setting	6
Statement of the Problem	6
Purpose of the Study	7
Research Questions	8
Delimitations of the Study	8
Definitions of Terms	8
Assumptions	10
Significance of the Study	10
II. REVIEW OF RELATED LITERATURE	12
Background	12
Chronology of Events Impacting Business Education	12
Vocational Education's Impact on Business Education	18
Educational Reform	20
Teacher Education Reform	22
Vocational Teacher Education Reform	24
SCANS, Tech-Prep, School-to-Work	25
Business Teacher Education Reform	30
Vision	33
III. METHODOLOGY	39
Research Questions	39
Research Design	40
Population	41
Instrumentation	41
Data Analysis	42
IV. RESULTS	44
Introduction	44
Results of the Study	45
Section One	47
Question one	47
Section Two	47
Question two	47
Question three	48
Question four	48
Question five	48
Question five a	48
Question six	49

Question seven	50
Section Three	50
Question eight	50
Question nine	50
Question nine a	51
Question nine b	51
Question ten	51
Question eleven	51
Question twelve	51
Question thirteen	52
Question fourteen	52
Question fifteen	52
Section Four	53
Question sixteen	53
Question seventeen	53
Question eighteen	54
Section Five	54
Question nineteen	54
Question nineteen a	54
Question nineteen a, part i	55
Question nineteen b	55
Question twenty	55
Question twenty-one	56
Question twenty-two	57
Question twenty-three	57
Section Six	57
Question twenty-four	57
 V. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	58
Findings	58
Research Question Number One	59
Research Question Number Two	60
Research Question Number Three A	61
Research Question Number Three B	61
Conclusions	62
Recommendations	67
 REFERENCES	70
 APPENDICES	76
Appendix A	77
Survey Instrument	78
Appendix B	84
Cover Letters to NABTE Institutional Member Representatives	85

List of Tables

Table 1	Institutional Location of Respondents by NBEA Region	48
Table 2	School/College Location of Business Teacher Education Programs	49
Table 3	Department Location of Business Teacher Education Programs	49
Table 4	Rank and Number of Business Teacher Education Faculty	50
Table 5	Category and Number of Students Enrolled	53
Table 6	Category and Number of Degrees Awarded	54

List of Figures

Figure 1	Focus of Business Teacher Education Programs	50
Figure 2	Teaching Service of Business Teacher Education Faculty	52
Figure 3	1995/1997 Standards Implementation	55
Figure 4	Required Course Work	56
Figure 5	Enrollment Changes Based on Standards Adoption	61
Figure 6	Enrollment Changes Based on Standards Adoption	67

CHAPTER ONE

INTRODUCTION

What is business education? Where has it been and where is it going? These questions can be heard throughout business education's long history. Commerce, the predecessor of the term "business," has been in use since before 1000 B.C. during the times of ancient civilizations. Traders kept track of ideas and transactions with the use of pictorial representations. Business education first appeared in the New World in 1635, when James Morton was hired as the schoolmaster in Plymouth Colony. Morton's duties included teaching the children how to read, write, and cast accounts. Casting accounts was a course in practical arithmetic which covered many of the subjects included in today's business education courses. The means of acquiring this boys-only education in the practical methods of business, however, was primarily available through apprenticeships (Schmidt & Jennings, 1990).

As education progressed through the times, business requirements changed. Many inventions began to enhance the world of business after the Industrial Revolution of the 19th Century. The inventions of the telegraph in 1844, telephone in 1874, typewriter in 1868, phonograph in 1877, wireless telegraphy in 1895, and the laying of the first trans Atlantic cable in 1886 revolutionized the communications systems throughout the world which in turn impacted educational and business needs (Bartholome, 1997).

In an effort to decrease the amount of time and labor involved in recording both the spoken and written word, many written shorthand systems came into existence. The

all-finger touch system of typewriting was also developed in order to increase typewriting productivity. This touch system is still taught in schools and used in business worldwide. This same keyboard system has been adapted for computer use. Other business machine inventions such as the adding machine, cash register, duplicating machine, statistical machine, and dictating machine also had major impacts on the growth of business and communications in the 19th century (Bartholome, 1997).

The 20th century brought about change in the public educational systems where the 6-3-3 organization model was adopted. This model included grades 1 through 6 in the elementary school, grades 7 through 9 in the junior high school, and grades 10 through 12 in the high school. Commercial courses such as typewriting and general business were conducted in grades 8 and 9. Junior clerical training was very popular in the junior high school until legislation raised the level of vocational education from junior high school to high school age youth (Bartholome, 1997).

Commercial teachers during the late 1800s and the early 1900s were often recruited from business colleges. At this time, one- and two-year normal schools came into existence and they then provided training programs for commercial teachers. The forerunner to the National Business Education Association (NBEA), Business Educators Association (BEA), was also formed in the late 1800s. This organization provided publications that included topics on ethics, teacher education, equipment, facilities, and the place of women in business (Bartholome, 1997).

Business education and marketing education are now a part of NBEA and are also involved with the Association of Career and Technical Educators (ACTE). ACTE had subgroups established especially for business educators (Bartholome, 1997). NBEA had a

much larger membership, however, compared to that of the business education division of ACTE.

The forerunner of business education, commercial education, was established in the late 1800s. As educators realized that students should be prepared for the business world and commercial courses needed a more firm foundation, business education curricula and business teacher education curricula were established. By 1950, business teacher education had a firm foundation in colleges and universities. At that time, business education was also one of the most popular elective areas in the United States. From the 1860s until 1950, office education was one of the most prevalent majors in land grant institutions of higher education. Office education included the subjects of typewriting, shorthand, and bookkeeping. The population of students enrolled in these courses in the 1920s to the early 1980s was predominantly female (Bartholome, 1997).

High school business education thrived during the years of 1950 to 1960. The Vocational Act of 1963 moved business education from a general elective into the vocational area. Secondary business education was governed by vocational state departments, therefore, they began to experience a lack of focus and a lack of funding. Enrollments in general business subjects such as introduction to business, business law, and business mathematics declined significantly. Further causes of decline in business education enrollments were felt after the *Nation at Risk* report in 1983. This report recommended strengthening liberal education requirements at the high school level and increasing the number of college preparation subjects. This caused the age old battle of liberal arts versus practical education once again to be waged. By 1986, virtually every state in the United States had moved to implement the “new basics” for college

preparation. The practical subjects, including business education, suffered and high school business instruction was negatively affected (Bartholome, 1977).

In the 1980s as business began to utilize computers, business educators saw the opportunities for instruction on personal computers and this was the beginning of a new growth mode for business education. Business educators today are still striving to meet the challenge of the Information Age. Bartholome (1991) stated:

if business education is to be at the forefront of education in the twenty-first century, business educators must continue to change with the changing times. Part of that change may be changing the thrust and name of the discipline. The content and name of the discipline need to be considered by business education strategic planners. Indeed the Information Age is here. This is an area in which knowledge has overtaken steel, oil, and wheat as a source and measure of wealth and strength . . . education and business education must keep up with this revolution in information technology (p. 15).

Business educators must offer classes to meet the needs of the global electronic age as well as participate in all aspects of global education. Rethinking teaching and learning in public schools as well as higher education is a focus of teacher education programs and national associations. Information technology had become a predominant content area in business teacher education programs.

The NBEA published *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business*, in 1995 to provided up-to-date standards by which all business education programs could be measured. This publication explained the wide range of areas that business education encompassed and provided

curriculum for educators to use as guidelines in helping students in kindergarten through grade fourteen become business literate (NBEA, 1995).

The NBEA, which represents approximately 11,000 business educators in the United States, provides support and leadership for individuals and groups devoted to instruction for and about business. The development of the new NBEA standards furnished a framework that allows business education curriculum to parallel national and international business practices (NBEA, 1999).

The institutional division of the NBEA, the National Association for Business Teacher Education (NABTE), followed NBEA's lead and published the *Business Teacher Education Curriculum Guide and Program Standards* in 1997. This publication was based on the 1995 NBEA national standards and developed with the belief that the only way to assist students in kindergarten through grade fourteen in becoming business literate, is to provide relevant curriculum and professional development opportunities to current and future business teachers. The new guidelines and program standards must be infused into business teacher education curriculum (NABTE, 1997).

Successful implementation of curriculum revisions can be a daunting task. Stark and Lattuca (1997) stated that shaping of the college curriculum must be seen as an academic plan which includes both a macro and a micro approach to curriculum development and revision. They further agreed that this academic plan should include clear definitions and a sound pedagogical framework, in addition to strategies for successful implementation of the curriculum.

The Problem and the Setting

Statement of the Problem

The primary goal of secondary business education programs is to prepare students for careers in business. Whether students choose to study business in order to enter the workforce directly after high school, to continue on to a community college, or to pursue a degree in higher education, all need an awareness of the role business plays in the economic health of the United States and the global marketplace (NBEA, 1995).

The development of new curriculum for business teacher education programs was an immense step forward in meeting the dynamic needs of business education. The success of curriculum revision, however, can only be realized when business teacher educators and administrators are willing and committed to assessing and adapting their business teacher education programs to model the standards (NABTE, 1997).

A shortage of qualified business educators and business teacher educators was an additional concern. A 1996 business education teacher supply survey conducted by the National Association of Supervisors of Business Education (NASBE) and the National Association for Teacher Educators for Business Education (NATEBE) indicated that 47% of business education professionals from 36 states believed there was a shortage of business education teachers in their states. The respondents also predicted an 81% shortage by 2001 (Okula, 1999).

LaBonty's 1997-98 NABTE business education survey showed a continuing decrease in the number of college and university business teacher education programs. LaBonty (1999) stated that a decrease in the number of programs that prepare business teachers translates into a decline in the number of business teacher graduates. The number

of business teachers will continue to decline as more and more business educators near retirement age. This fact is illustrated by the 40 percent of NBEA professional members, who are approximately 11,000 in number, who have 21 or more years in the classroom (Okula, 1999).

Purpose of the Study

The purpose of this study was to investigate and determine if curriculum changes had been made at NABTE institutions to reflect the 1995 NBEA *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business* (1995) and 1997 NABTE *Business Teacher Education Curriculum Guide and Program Standards*. This research sought to determine whether it was possible to categorize or predict, based on selected variables, business teacher education programs that had adopted the 1995/1997 Standards. If this research found that 75% or more of the programs had not adopted the 1995/1997 Standards, this study strove to identify the principal reasons for the reluctance to change.

Research Questions

The following questions shaped this investigation:

1. Had changes in the business teacher education curriculum requirements been made to reflect the 1995 NBEA and 1997 NABTE curriculum guide and standards?
2. Were trends in graduate and/or undergraduate enrollment associated with the schools' decision to adopt or not adopt the 1995/1997 Standards?
- 3a. What were the major factors which relate to the adoption or non-adoption of the 1995/1997 Standards?
- 3b. In general, what was the curriculum focus (e.g. business and information technology, instructional technology, office skills, etc.) for business teacher education programs at NABTE institutions?

Delimitations of the Study

The following delimitation underscored this investigation:

1. This study was confined to business teacher education programs that were members of the National Association for Business Teacher Education (NABTE). The NABTE member institutional representative names were obtained from a 1998 membership list provided by NBEA.

Definitions of Terms

For the purpose of this study, the following definitions were used:

Instructional technology. Instructional technology applies basic scientific learning theory to produce methods and tools for teachers and students to use in increasing learning effectiveness (Newby, Stepich, Lehman, & Russell, 1996). These technologies

are commonly associated with the use of computers, electronic media, multimedia, audiovisual, and related resources that serve instructional functions in education (Kemp & Smellie, 1994).

Reform. “the improvement or amendment of what is wrong, corrupt, unsatisfactory. . . to change to a better state, form” (Webster’s, 1996, p. 1621)

School-to-Work Opportunities Act. This law provided seed money to states and local partnerships of business, labor, government, education, and community organizations to develop school-to-work systems. These systems helped prepare youth for the high-wage, high-skill careers of today's and tomorrow's global economy. While these systems differed from state to state, each provided every American student with (a) relevant education—allowing students to explore different careers and see what skills were required in their working environment; (b) skills—obtained from structured training and work-based learning experiences, including necessary skills of a particular career as demonstrated in a working environment; and (c) valued credentials—defining industry-standard benchmarks and developing education and training standards which ensured that proper education was received for each career (*School-to-Work*, 1999).

Every state and locally created School-to-Work system was required to contain three central elements: (a) school-based learning—classroom instruction based on high academic and business-defined occupational skill standards; (b) work-based learning—career exploration, work experience, structured training, and mentoring at job sites; and (c) connecting activities—courses integrating classroom and on-the-job instruction, matching students with participating employers, training of mentors and the building of other bridges between school and work (*School-to-Work*, 1999).

Tech-Prep. A six-year sequence of study that began in grade nine and moved through two years of post secondary occupational education culminating in a certificate or associate degree. High schools and post secondary institutions enter into articulation agreements to ensure no duplication of course work. In addition, career counseling from the beginning of the study sequence is essential (Keying In, 1995).

Work-based Learning.

The knowledge/learning imparted to every student from the beginning of schooling which maintains a theme or focus that people work in order to live and that there is a positive “connectedness” between the schooling process and living productive lives (Hoerner, 1994, p. 7).

In addition, the more commonly known definition stated that work-based learning involves learning experiences and activities that are based in some type of work setting or simulation (Hoerner, 1994).

Assumptions

The following assumptions were relevant to this study:

1. Institutional representatives for NABTE were expected to accurately reflect the departmental perspective regarding the queries set forth in the instrument.
2. Respondents considering curricular changes were to have an appropriate knowledge of their own institutions.

Significance of the Study

The review of literature in Chapter Two showed that a dynamic curriculum needs to have a sound pedagogical framework and strategies for successful implementation. The

National Business Education Association had developed dynamic curriculum standards for kindergarten through higher education. Implementation of these standards at all levels was paramount for business teacher education programs to remain viable. Business teacher education preparation through colleges and universities must have looked at options and alternative delivery systems as well as curriculum reform (Olson-Sutton, 1999).

Curriculum reform and the concomitant development of curriculum guides and standards involved a substantial commitment of time and resources. Unless the new curriculum was delivered to the students, however, it was all for naught. Schools frequently considered the curriculum effort complete once the new standards were developed without giving much thought to implementation. Implementation of the new standards were, therefore, of critical importance (Ornstein & Hunkins, 1998).

The purpose of this study was to investigate and determine if curriculum changes had been made at NABTE institutions to reflect the 1995 NBEA *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business* (1995) and 1997 NABTE *Business Teacher Education Curriculum Guide and Program Standards*. Further, this research strove to identify early indicators of program improvement for those schools that had implemented the 1995/1997 Standards. For those schools lacking implementation, this study sought to ascertain such reasons and determine whether these reasons were inherent in the standards or existed within the structure of the program itself.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Background

Business education first appeared in the New World in 1635, when James Morton was hired as the schoolmaster in Plymouth Colony. Morton's duties included teaching children how to read, write, and cast accounts. Casting accounts was a course in practical arithmetic which covered many of the subjects included in today's business education courses. The means of acquiring this boys-only education in the practical methods of business, however, was primarily available through apprenticeships (Schmidt & Jennings, 1990).

Very little is known regarding the educational and practical qualifications of business educators during the colonial period. Relevant information for this time period was listed below and outlined additional contributing factors into the into the history of business education.

Chronology of Events Impacting Business Education

- 1709 Bookkeeping courses are offered in Boston
- 1749 Franklin's Academy was the first school which included business subjects as part of the curriculum
- 1796 First bookkeeping textbook published by Benjamin Workman
- 1818 James Bennet started career as business educator, based upon the belief that schools should duplicate actual business practices

- 1861 Due to a shortage of male workers during the Civil War, women entered into office work in government
- 1862 Introduction and acceptance of shorthand and bookkeeping in public schools– acceptance of the concept of comprehensive high school began
- 1862 Land-Grant Act (The Morrill Act) provided support for collegiate business education
- 1878 The Business Educators' Association, predecessor of the National Education Association's Department of Business, was organized
- 1885 *Phonographic World*, which later became the *Journal of Education for Business*, was started
- 1898 First business teacher education course is offered by the Drexel Institute
- 1903 "Committee of Nine" recommended that a four-year course of business training in public schools be offered as college preparatory curriculum electives
- 1916 American Association of Collegiate Schools of Business, which later became the American Assembly of Collegiate Schools of Business, was organized
- 1925 American Vocational Association organized a business division
- 1927 National Association of commercial Teacher-Training Institutions, which later became the National Association for Business Teacher Education (NABTE), was formed

- 1932 *National Business Education Quarterly*, which later became the *Business Education Forum*, began
- 1933 Existing groups formed the National Council for Business Education to achieve unity in business education– this group later became the United Business Education Association (UBEA)
- 1946 First electronic computer, ENIAC, was completed
- 1950 Southern Business Education Association was formed, became the first region of the UBEA
- 1962 UBEA changed its name to the National Business Education Association (NBEA)
- 1963 The Vocational Education Act of 1963 provided monies to help states maintain, improve, and develop vocational education programs
- 1963 Business and office education specifically included as vocational programs
- 1968 Amendment to 1963 Vocational Education Act overhauled vocational education—for the benefit of non-college bound students
- 1970 National Association of Teacher Educators for Business and Office Education, which later became the National Association of Teacher Educators for Business Education (NATEBE), a division of the American Vocational Association, was founded
- 1970 Intel released its first microprocessor, and the floppy disk became an instant success (Timeline: 50 years of computing, 1997)

- 1971 Wang introduced the first word processor (Timeline: 50 years of computing, 1997)
- 1975 William Gates and Paul Allen founded Microsoft (Timeline: 50 years of computing, 1997)
- 1976 Steve Jobs and Steve Wozniak formed the Apple Computer Company—the microcomputer was born
- 1984 Carl Perkins Vocation Education Act was passed which provided federal funding for vocational education research and programs
- 1988 NABTE published the *Standards for Business Teacher Education* which incorporated standards of the National Council for Accreditation of Teacher Education (NCATE), the National Association of State Directors of Teacher Education (NASDTE), and the American Assembly of Collegiate Schools of Business (AACSB)
- 1988 Secretary's Commission on Achieving Necessary Skills (SCANS) published
- 1990 - 1998 Microsoft released Windows 3.0, Windows 95, Windows 98
- 1991 Tim Berners-Lee developed first code for the World Wide Web (WWW) that was hailed for its method of integrating text, sound, and graphics
- 1991 Gopher, the first point-and-click way of navigating files of the Internet was released
- 1993 Mosaic, the first graphics-based Web browser created

- 1994 Netscape's first browser became available
- 1995 NBEA published *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business*
- 1997 Fifty-million people were connected to the Internet
- 1997 Western Business Education Association changed name to Western Business and Information Technology Educators
- 1997 NABTE published *Business Teacher Education Curriculum Guide & Program Standards*
- 1998 Web page design and development became part of core curriculum of business education
- 1999 American Vocational Association changed name to Association of Career and Technical Education
- 1999 Microsoft introduced Office 2000

(Timeline: 50 years of computing, 1997; Graham, 1933; & Schmidt & Jennings, 1990).

The listed information highlights the many changes that had impacted business education from the 18th to 20th centuries. Because the Morrill Act or Land-Grant Act of 1862 authorized aid to collegiate business education, business education began to move beyond the secondary school. In 1898, the Drexel Institute became the first collegiate status institution to offer a business teacher education program. Prior to this date, all business teachers had been prepared in private business schools. By 1929, business teacher education programs were offered in 138 degree granting colleges and universities. As the 20th century progressed, over 250 business teacher education programs in schools of business and schools of education were recognized as NABTE members (NBEA, 1978).

The American Assembly of Collegiate Schools of Business (AACSB) commissioned a study by the Carnegie Foundation to look at the focus of schools of business. A 1957 report from this study called the Gordon/Howell Report recommended a move from practical training in business schools to a systematic study of the business environment. Changes included a greater emphasis on finance, marketing, mathematics, and behavioral sciences. This study had a far reaching affect on business education at the university and high school levels because of its negative influence on office education and business teacher education. Although the negative effect of the Gordon/Howell Report was immediately experienced by universities and colleges, the negative impact on high school education programs was not felt until 1980s. This study provided the impetus to move business education from a general elective into vocational education and to question the focus of business teacher education and office education in schools of business (Bartholome, 1997).

Because high school business courses remained as thriving electives until the 1980s, every state had a business education specialist. After the Vocational Act of 1963, however, when business became a part of vocational education, specialized positions began to be eliminated. Vocational specialists in business began to take over the role of the business education specialist. This change of emphasis to vocational education caused further declines in support for secondary business programs. A lack of funding and a lack of emphasis on business education as a vocational program also caused declines in business programs (Bartholome, 1997).

Vocational Education's Impact on Business Education

Until the industrial revolution, the United States school curricula were focused on the preparation of students for higher education. Around the turn of the 20th century, the needs of this nation changed to requiring a large number of workers who were prepared for work in manufacturing and trade. Education leaders realized that the current educational system was not meeting the needs of society and thus was not preparing students for life after high school. Many believed that a practical education that would prepare students for work was what the United States needed (Lynch, 1997).

Charles Prosser, one of the forebearers of vocational education and a strong proponent of practical education, believed that efficient job training would help meet the economic needs of the United States. Education should, therefore, put a strong emphasis on the effective training of numerous people for jobs that often focused on a single skill.

In sharp contrast to Prosser's theory, John Dewey's progressive philosophy was to use education as a vehicle to develop informed citizens for a democratic society (Lynch, 1997). This conflict of beliefs led to heated debates between Prosser and Dewey about the role of education and its governance. Prosser's essentialistic views, which reflected the need for a separate educational system for vocational training, was in direct opposition to Dewey's pragmatic, progressive ideas which advocated an holistic education that prepared students in all democratic processes. Prosser believed that vocational skills should be taught in a separate system with its own governance. Lynch stated that Dewey's belief was that culture should be taught through vocations but the teaching of specific skills training was unnecessary.

Such restrictive specialism is impossible; nothing could be more absurd than to try to educate individuals with an eye to only one line of activity. In the first place, each individual has of necessity a variety of callings . . . and in the second place, any one occupation loses its meaning and becomes a routine keeping busy at something in the degree to which it is isolated from others (Dewey, 1916, p.317).

Dewey and Prosser further disagreed on education governance and process. Prosser believed: (a) that vocational education should be separate and autonomous from general education because general educators would not be qualified to administer vocational programs, (b) that vocational programs would not receive proper and adequate amounts of attention under general education systems, (c) that vocational education needed to be protected against training for culture rather than training for jobs, and (d) that specialized vocational administration would be better supported and funded without draining academic budgets (Lerwick, 1979; Prosser & Quigley, 1949).

Dewey strongly opposed separate vocational and academic education and believed that dividing the two would (a) result in the duplication of administrative machinery, (b) separate groups of people to be educated, (c) serve other than the students' democratic interest, (d) lead to conditions where students' rights might be superceded by the needs of the economy or the state, and (e) create an undesirable condition of separating culture and the vocations (Lerwick, 1979; Prosser & Quigley, 1949).

The 1917 Smith-Hughes Act was decided in Prosser's favor, and Lynch (1997) stated that "the tenets of this legislation were a separate system of education, training workers to meet the nation's labor needs, and training limited to preparation for jobs that require skills and academic abilities below the college level" (p. 8).

With the passing of the Smith-Hughes Act, the standards for certifying vocational education teachers were established. Vocational teachers were certified on the basis of occupational experience with college degrees and general education requirements of little importance. Prosser believed that masters of trade should be the teachers of vocations and it was easier to teach a master of trade to teach than to teach a teacher to be a master of trade. These were the grounding principles for vocational educators. Vocational education has focused on practical application and practical experience since the beginning of the 20th century. This practice caused the negative perception that vocational educators and vocational programs continue to face today (Lynch, 1997).

Vocational education reform and teaching certification standards have changed the educational requirements for vocational teachers. Secondary vocational teachers currently are required to have at least a baccalaureate degree in their teaching field, while most college professors in vocational teacher education programs have the required doctorate. These requirements were far removed from Prosser's ideals that masters of trade persons should be vocational teachers. The only institutions that had masters of trade persons teaching were specialized technical colleges and institutes.

Educational Reform

Given the rapidity of change in society, the volumes written about education, the exponential explosion of knowledge, the numerous conferences and conventions dealing with education and curriculum, certain trends and events have affected the field of curriculum. These events and trends are likely to continue well into the next century. . . Schools exist within the emerging society, educators are not only curriculum specialists and generalists but they are also members of society and

advocates of certain groups and ideas. As society changes and new forces and factors influence our lives, we are required to appraise the realities of times and to determine whether the curricula within the schools needs to be modified. The question as to whether the curriculum is appropriate is one that must be continually posed (Ornstein & Hunkins, 1998, p. 351).

Education had never suffered from a lack of suggestions for change. Reform movements had been recycled, renamed, and reapplied because of the outcry for massive change in education. History showed that educational reform was cyclical in nature. Educators had continually reviewed and adopted the latest curriculum theories only to find that a newly named model had been previously endorsed or rejected.

Searching for ways to improve school curricula was a continuous process that reflected current issues and trends affecting schools and society. These issues and trends were a dynamic part of a democracy. Because some trends were controversial in nature, debates over trends and their reform will continue. There are no simple or all-inclusive answers to change (Lynch, 1997).

Ornstein & Hunkins (1998) stated that curriculum workers must continue to keep alert to the social context within which they work. At certain times, specific subjects and programs were more fashionable or deemed more crucial than others. A balance needed to be maintained with subjects, programs, and projects. Ornstein & Hunkins (1998) believed that “the issues of curriculum demand a curriculum characterized by fluidity and a pedagogy that truly recognizes human complexity” (p. 377).

In an effort to look at reform in education we need to look at what higher education was doing and how what it was doing will affect education as a whole. McCormick, Alt, &

Geis (1998) stated “Higher education plays a role in determining the prospects for adopting and institutionalizing educational reform. Specifically, higher education is seen as endorsing or rejecting changes at the secondary level through the admissions process” (p. 4).

Baxter (1996) stated that the efforts for educational reform at higher education institutions are only as successful as improvements in the teaching process. With the support and active participation of administration and faculty, higher education can play the role of catalyst in making educational reform a success in the 21st century.

Teacher Education Reform

During the past 12 years, teacher education reform had been suggested and implemented in a wide variety of formats. Lynch (1997) stated that educational researchers, teachers’ associations, college faculty, state education governing boards, legislators, and the general public had had much to say about their expectations for teachers and teacher education. One group suggested that teacher education be provided only at the graduate level after first receiving a bachelors degree in liberal arts. Another group wanted teacher education delivered through professional development and laboratory schools. A third group wanted teachers to demonstrate mastery on a common core of professional knowledge and pedagogical skills prior to licensure. Most of these reform statements focused primarily on the traditional high school subjects (Lynch, 1997).

Various reform publications such as The Carnegie Foundation’s *A Nation Prepared: Teachers for the 21st Century* (1986), in response to *A Nation at Risk* (1983); the National Center on Education and the Economy’s *America’s Choice: Higher Skills or Low Wages!* (1990); the National Network for Educational Renewal, Goodlad’s *Teachers*

for Our Nations Schools (1990); the Holmes Group three major reports *Tomorrow's Teachers* (1986), *Tomorrow's Schools* (1990), *Tomorrow's Schools of Education* (1995); and the National Commission on Teaching and America's Future *What Matter's Most: Teaching for America's Future* (1996) had launched very ambitious agendas to reform teacher education. These professionals and groups had been committed to very real and sometimes radical reform changes in teacher education or in teaching. In response to these reports, Imig & Sweitzer (1996) generalized and delineated profound changes in teacher education. Some of these changes included: (a) admission standards being raised, (b) exit requirements being increased, (c) enrollments gradually being increased, (d) faculty scholarship and research expectations being increased, (e) multiculturalism and culturally responsive pedagogy began having greater emphasis, (f) attention to good teaching being increased, (g) practical application of pedagogy being increased, (h) characteristics of teacher candidates being changed, (i) cohort groups began emerging, (j) use of partner schools were explored, and (k) focus on assessment and cognitive psychology began emerging. The call for teacher reform intensified (Lynch, 1997).

Many observers agree that much needs to be done in teacher education to transform every aspect of the teacher education program (Lynch, 1996). Most systems found change difficult and education was no exception. Wise (1996) asserted that new incentives must be found in order to stimulate change throughout the system.

Wise (1996) stated that to ensure quality in teaching the profession needed to develop and embrace a system of quality assurance that was already in place by other professions. Wise (1996) also suggested that such a system was to be composed of sets of standards with three interconnected systems, (a) accreditation of institutions that prepared

teachers, (b) performance-based initial licensing, and (c) certification of accomplished teachers.

Standards and assessment had been developed by the National Council for Accreditation of Teacher Education (NCATE), the Council of Chief State School Officers (CCSSO), the National Board for Professional Teaching Standards (NBPTS) which assisted in the preparation and the continued development of teachers. These standards were important in order to develop a high quality teaching force for all of the United States of America's students (Wise, 1996).

Vocational Teacher Education Reform

It was not until 1993 that vocational educators appeared to have begun to take a serious look at educational reform. Before that time, few institutions with vocational teacher education showed much interest about reform or concern that graduates of their programs failed to meet the general public's expectation for teacher preparation (Lynch, 1997, p. 39).

Dykman (1993) stated that many reasons have been provided for the deterioration of vocational teacher. The following reasons for the downsizing and elimination of many vocational teacher education programs were given: (a) low enrollment, (b) elimination of special federal funding, (c) declining secondary vocational enrollments, (c) cuts in university budgets, (e) misunderstanding of vocational teacher preparation by deans of colleges of education, (f) infighting within vocational education disciplines, (g) less support from state agencies, (h) unfairly tarnished image, and (i) low teaching salaries.

Amelioration of vocational teacher education brought up several themes. The focus of vocational teacher education reform included: (a) a broader vision for vocational

teacher education, (b) greater collaboration in vocational teacher preparation, (c) development of standards and use of authentic assessments, (d) diversity in the teaching force, and (e) development and use of authentic knowledge base resources that should include research from the cognitive sciences (Lynch, 1997).

In an aggregation of various authors' beliefs and a three-year study by the University Council of Vocational Education, Bromley, Cobb, and Hartley (1996) stated that the change in vocational education and vocational teacher education was imminent. This change needed to impact the entire educational system in such a way as to make a profound difference in the conception and organization of the world of work. Vocational education and its teacher educators may not survive if these systemic changes were not adopted.

Hartley, Mantle-Bromley, and Cobb (1996) stated that the School-to-Work Opportunities Act provided an ideal impetus for teacher preparation programs to enter the on-going conversation that redefined the philosophy and definitions of vocational. As Goodlad pointed out in *A Place Called School* (1984), schools would increasingly have to think of how to integrate work-based learning into the public school context. In addition, the School-to-Work Opportunities Act assisted vocational teacher education in broadening the notion from occupational alignments to a unitary concept of work force education.

SCANS, Tech-Prep, School-to-Work

In 1991, the Secretary's Commission on Achieving Necessary Skills (SCANS), United States Department of Labor, issued a report on the competencies, skills, and personal qualities needed to succeed in the high-performance work place. This report challenged schools, parents, and businesses to help all students develop competencies in

the basic skills, thinking skills, and personal qualities required for work in the current and future workplace. The SCANS Report identified five broad categories of competencies that would lead to a successful transformation from school to work. These categories included:

1. **Resources.** This category identified, organized, planned, and allocated resources.
2. **Interpersonal.** This category worked with others on teams, taught others, served clients, exercised leadership, negotiated, and worked with diversity.
3. **Information.** This category acquired, organized, interpreted, evaluated, and communicated information.
4. **Systems.** This category understood complex interrelationships and distinguished trends, predicted impacts, as well as monitored and corrected performance.
5. **Technology.** This category worked with a variety of technologies and could choose appropriate tools for tasks.

The SCANS Report recommended that the above competencies be learned in context in the environment in which they would be applied. The need for collaboration between schools and employers became evident as did the need for educational reform. Vocational technical programs were redesigned and Tech-Prep was one effort that was initiated to respond to the SCANS challenge (Lankard, 1995).

In the early 1990s, Tech-Prep was designed to improve education by linking vocational subjects with rigorous academics and articulating the secondary and post-secondary levels. A number of promising trends were produced from Tech-Prep

implementation; however, a number of lingering challenges were also evident. The implementation of Tech-Prep had spread to many schools and involved many students by 1995, but the extent to which it had produced changes in student outcomes was unclear.

Many supported the notion of using Tech-Prep as a foundation for School-to-Work. One of the limitations of Tech-Prep had been the lack of involvement by four-year colleges and universities. Evidence of the marriage of Tech-Prep and School-to-Work included an increasing number of coordinators thinking about Tech-Prep in the terms of all students. This expansion of business/education partnerships included a provision for more work-based learning opportunities for more students. The School-to-Work Opportunities Act called for all students to have work-based learning whether it was an internship, externship, apprenticeship, or some other on the job exposure (Hess, 1997).

As an antidote to teacher burnout, Sandra Pritz, School-to-Work coordinator (in an interview with Mary Anne Hess), recommended that School-to-Work be seen as something for all learners. Pritz emphasized that English and history teachers, for example, needed to see how what they teach applies to SCANS competencies. Pritz further stated that the chasm between academic and vocational education needs to be closed (Hess, 1997).

Another strand of reform sought to close the chasm by integrating academic and vocational content courses, thus blurring the traditional separation between academic and vocational branches of the curriculum. Integrated or “applied academic” courses were intended to teach the same concepts as traditional academic courses but with a greater emphasis on real-life applications that would be engaging and accessible to a wider range

of students. By offering more academic content than traditional vocational courses, integrated courses could improve the skills and knowledge of students who may not continue their education beyond high school (Stasz, Kaganoff, & Eden, 1994).

The move from the separatism of the academic area and the vocational area had also been a vital component of the School-to-Work foundation. One of the ways in which School-to-Work had emerged in colleges and universities was through work-based learning. Work-based learning had been found to be part of student services on many college campuses. Students could apply for internships, clinical experiences, and find work for which they could receive credit, pay, or a combination of the two. This type of program gave the students an opportunity to explore a field in which they are majoring, or planned to major, during their college experience. Exploration of careers could assist students in finalizing their major study focus and their ultimate career choice which might be affected by national and perhaps international work opportunities (*Connecting the Dots*, 1999).

As the borders of the United States economy expand, international work opportunities are increasing. A global awareness needs to be developed in order for future workers to have an understanding of competitive, cultural, and economic factors that influence ways of doing business and to working in the international arena. The preparation for individuals in the global economy was a challenge to all educational institutions. Vocational education, the educational program area that was specifically designed to prepare students for the world of work, could infuse international concepts into their programs so that the youth of today are prepared for the global workplace. This

was another reason for emphasizing work-force experiences for all students (Brown, 1997).

Lynch (1997) stated that the 20th century had been a century of unprecedented change—changes in workplaces; changes in the nature and diversity of the workforce; changes in skills needed by workers, managers, and owners; and changes in the very assumptions underlying the way in which work was organized and managed. Lynch (1997) states “. . . the cumulative effects of change have brought about national and global interdependence and interconnectedness that require different assumptions, different skills, and a different education for most people in most places” (p. 59).

In order to carry out effective change, vocational teacher education should be redesigned to focus more on work-based teacher education. Broadening the notion of vocational education from occupational alignments to a unitary concept of work force education should be a mechanism of reform. Such a move would inevitably mean a need to redefine vocational education standards independent of content areas, such as agriculture, business education, and health occupations education (Hartley, Mantle-Bromley, & Cobb, 1996).

Support from collaborative communities was one of the major tenets needed for successful reform. University faculty, researchers, teams of teachers, business persons, parents, social service personnel, and others committed to youth are all indispensable participants in the effort to improve education. Transformational changes congruent with the method of delivery for teaching and schooling must meet the challenges of the 21st century (Lynch, 1997).

Business Teacher Education Reform

New and emerging technologies, the global economy, and the dynamic nature of the world of business had led to the review and update of business teacher education. The National Association of Business Teacher Education (NABTE) Executive Board voted to revise business teacher education curriculum guides to reflect new practices and strategies and to incorporate the National Business Education Association's *National Standards for Business Education*. In 1996, a business teacher education curriculum committee was named to review and rewrite the NABTE business teacher education curriculum and the business teacher education program standards (NBEA, 1997).

Continuous improvement in the initial and advanced preparation of business teachers is the essential mission of NABTE. The development of business teacher education curriculum and program standards in 1997 reflected the competencies needed in the 1990s and beyond. Business teacher education programs should be redesigning their curriculum to include not only the NABTE standards, but also the NBEA National Standards for Business Education grades K-14. Of major importance to the redesign of the business teacher education programs in universities and colleges across the nation, was to build on a strong business core foundation. Additionally, teacher candidates needed to be of top caliber and proficient in the knowledge of their discipline (NABTE, 1997).

Because change continues to be an ongoing factor for curriculum revision, most business educators had repeatedly changed their curriculum to reflect on the dynamic nature of business. In decades past, when clerical skills were the most important function of business support personnel, to current day global awareness and the barrage of technological functions, most business educators had been agents of change. Some

secondary and higher education institutions, however, had not been receptive to change and had fallen back in their support of students preparing for careers in the Information Age and 21st century (NBEA, 1995).

According to LaBonty (1999), business teacher education had been particularly hard hit with program closings and a national decline in teacher education enrollment. Business education was also experiencing a shortage of qualified teachers at the secondary and higher education levels. If secondary and higher education administrators cannot find qualified educators to fill openings, inexperienced graduates with provisional licensure or certification may be teaching in programs, courses may be dropped, or more programs may be dropped. Once a course or program is dropped there is very little confidence that a resurgence of the discipline will occur at that location.

Another factor affecting the business teacher shortage was the alarming number of people who were retiring and those who were very close to retirement age. The decline in the number of business teacher education programs and the decline of the number of students enrolled in these programs was evident. Who will replace the retirees? Many young people who once opted to become business teachers were now earning general business degrees so that they could apply for the higher-paying jobs in business (Okula, 1999).

Jan Treichel, Executive Director of NBEA, stated "I see the business teacher shortage as the highest priority issue we have in business education" (Okula, 1999, p. 10). The National Business Education Association (NBEA), National Association for Business Teacher Education (NABTE), National Association of Teacher Educators for Business

Education (NATEBE), National Association of Supervisors of Business Education (NASBE), and other professionals were considering plans to combat this shortage.

Alternative approaches to certification, alternative delivery systems, distance education, and stepped-up recruitment efforts of both younger and older teacher candidates were considered. These changes included:

1. The University of South Carolina was planning to offer their entire masters degree program throughout the state via its distance education facilities.
2. NBEA investigated developing a model-teaching preparatory program which would be reliant on distance education.
3. Several universities in Ohio won approval for programs in integrated business education which were designed or modified to meet new licensing requirements.
4. In Virginia, at least three colleges or universities were receptive to proposals that the programs be competency-based and set up as cooperative ventures between schools of business and education. Their proposal would require no new faculty or facilities.
5. Central Washington University opened a branch in the Seattle/Tacoma area that offered business education preparatory programs. Since making this program in Washington accessible to a large population center, the program increased the number of graduates in the state by one-third, from 30 graduates to 45 (Okula, 1999).

Business teacher education was at the forefront of an opportunity to revitalize programs and curriculum while recruiting highly motivated individuals who could lead

business teacher education into the 21st century. Contrary to some researchers' beliefs that vocational education should no longer be divided into specific areas, business teacher education was moving forward to attain new heights in the next millennium.

Vision

McEntee et al. (1999) referred to the theme of the 1999 NBEA Yearbook which focused on the 21st century and meeting the challenges to business education. Articles in this Yearbook referenced ways in which business education students could become equipped with skills that enable them to become full participants in the new millennium. In order to meet these 21st century challenges, business and other vocational educators must be cognizant of the following themes: (a) creating a thinking curriculum, (b) providing opportunities for real-world learning, (c) matching teaching styles to learning styles, (d) adopting roles as knowledge facilitators and mentors, (e) adjusting curricula to respond to technological change, (f) fostering global thinking for our global society, (g) addressing the increasing demand for combined literacy and job training, and (h) responding to the needs of new clients such as hard to reach populations.

How business educators address and act on educational practices, delivery systems, teaching tools, and curriculum contents will determine the impact on tomorrow's students. Today the Internet and interactive audio and video allow teachers and students to be located in different parts of the country, maybe even the world, yet receive information from the same global classroom. Advances in technology, reorganization in the global business world, and changes in demographics of our classrooms, require that modifications in the learning environment will need to be increasingly customized to fit the diverse needs and learning styles of our students. Business teacher educators must

accept the challenges placed before them and change in order to ensure their students are prepared for the 21st century (Gallo Villee & Curran, 1999). Gallo Villee & Curran (1999) stated:

the one constant amid all this change . . . is the importance of teachers to the learning process. As our role shifts from providers of information to facilitators of learning, we [teachers] remain crucial in motivating and enabling our students to succeed (p. iii).

The future of business teacher education will be shaped by what educators do today. No one really knows what tomorrow will bring; however, it is necessary for business educators to keep adding new ideas to their body of knowledge. There is much to learn and each day is a new opportunity to help mold students' futures. With positive attitudes and a drive for success, business education will move to secure a vital role in the 21st century (Gallo Villee & Curran, 1999).

If business education programs and teacher education programs are to function as leaders in addressing the challenges of preparing well-qualified individuals for the nation's workforce, comprehensive and systematic transformation is imperative. High performance workplaces of American business and industry will require workers who possess the skills, knowledge, and values necessary for success in an ever-changing, diverse, technological, and competitive global market (Frantz, 1997).

In order to restructure and revitalize curricula, teacher preparation programs should focus on developing teachers for new roles as leaders working within schools and communities. The new roles for teachers will require a broad-based understanding of the purpose of career preparation as an integral component of preparing youth for productive

contributions to society. As a major outcome of schooling, the importance of career preparation should be a common element in the preparation of all teachers. Teacher education programs should be structured and conducted to optimize relationships between subjects and their applications in workplaces and family life. Teachers should be prepared to focus on contextual relationships between subject matter and integrated work-based concepts which are meaningful to students at the time of learning (Frantz, 1997).

As society is becoming more and more involved in thinking about and planning for tomorrow's workforce and world, technology will be a determining factor in how and what teachers will use for instruction. Literacy skills needed for the 21st century include accessing, thinking, and communicating. In order for students to be information literate, they must know how to use technology to find, analyze, synthesize, evaluate, and communicate information and new ideas (Zenger & Zenger, 1999).

By the year 2010, every job will require some skill in information processing technology. Awareness of the global economy and the basics of international business will be crucial in preparing students to compete in the business world of the future. According to Zenger and Zenger (1999), future curricula must be developed around major or universal themes such as change and adaptability, global interdependence, cultural diversity, quality of life, increasing technology, self actualization, lifelong learning, and world economic systems. Curriculum planners in the 21st century will need to have the knowledge of real-world requirements to be able to set guidelines for the skills needed by all students (Zenger & Zenger, 1999).

Lewis (1991) forecasted what might be found in 21st century schools: (a) computers may be integrated into the desktops of students and teacher, (b) students and

teachers would travel from class to class with their own computers, which might be plugged into the school network in each classroom, and (c) video wallpaper might surround students and be part of their classroom.

Berliner (1992) had very insightful projections for schools of the future. These projections included: (a) notebook or backpack computers assigned to all students in the place of textbooks, (b) textbooks which might be on disks with interactive elements and dynamic rather than static graphics and would allow erasing and rerecording, (c) sophisticated calculators with animated graphics for use in mathematical work and problem solving, (d) teachers who would be seen as managers of information and complex environments rather than authoritative sources of information, and (e) teachers who would become more collegial and informal due to the individual use of technology and would be viewed more as facilitators or coaches leading to higher levels of productivity for both students and teachers.

In the next quarter century, further predictions noted by Cornish (1996) included:

1. Infotech would allow children to start formal education in their cribs. Interactive instruction could begin in infancy especially as equipment is adapted to cradle, crib, and playpen. Some youngsters could teach themselves to read by the age of three.
2. The education experience would be dramatically enhanced multimedia, computer stimulation, and virtual reality. Interactive programs would offer virtual-reality experiences of stirring events.
3. There would be a boom on packaged educational products. These products would greatly benefit children who were home schooled.

4. Teachers would be able to handle classes of students with widely differing abilities and interest. Computerized multimedia courses would reduce the need for constant instruction by a human teacher. Handicapped people would be special beneficiaries of infotech-based education. The home-bound could take courses from teacher all over the world and in any subject.
5. Infotech would enable students to get personal help with homework without parents. New teleconferencing systems would enable students to work easily with distant teachers. Homework hotlines would continue to multiply. Incredible information resources would be available for students doing papers.
6. Global universities would emerge connecting students, lecturers, and researchers in many nations via computer networks, satellite television, etc. Students would be required to spend little or no time at a university campus. Infotech would allow students to take courses at their own pace and get credit whenever material was mastered. Education might become compulsory for adults as well as children (Zenger & Zenger, 1999).

All these predictions, visions, anticipations, and projections of education for the 21st century may imply that technology would solve all the problems of education. Many authors agreed that technology will not solve the problems facing education; however, technology will have an important and vital role in the future of education. Students who possess knowledge will use technology as a tool and those who do not will use it as a crutch (Zenger & Zenger, 1999).

An exhaustive search of literature regarding business teacher education curriculum implementation provided no other relevant research. No research data was available on how many business teacher education institutions had adopted the 1995/1997 Standards. The purpose of this study, therefore, focused on research questions which provided information about (a) whether business teacher education program curriculum had been changed to reflect the 1995/1997 Standards; (b) whether trends in graduate and/or undergraduate enrollment were associated with the schools decision to adopt or not adopt the 1995/1997 Standards; (c) the major factors which related to the decision to adopt or not to adopt the 1995/1997 Standards; and (d) the curriculum foci of business teacher education programs.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate and determine if curriculum changes were made at NABTE institutions to reflect the 1995 NBEA *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business* (1995) and 1997 NABTE *Business Teacher Education Curriculum Guide and Program Standards*. This research sought to determine whether it was possible to categorize or predict, based on selected variables, business teacher education programs that had adopted the 1995/1997 Standards. If this research found that 75% or more of the programs had not adopted the 1995/1997 Standards, this study strove to identify the principal reasons for the reluctance of the institution to change.

Research Questions

The following questions shaped this investigation:

1. Had changes in the business teacher education curriculum requirements been made to reflect the 1995 NBEA and 1997 NABTE curriculum guide and standards?
2. Were trends in graduate and/or undergraduate enrollment associated with the school's decision to adopt or not adopt the 1995/1997 Standards?
- 3a. What were the major factors which related to the adoption or non-adoption of the 1995/1997 Standards?

- 3b. In general, what was the curriculum focus (e.g. business and information technology, instructional technology, office skills, etc.) for business teacher education programs at NABTE institutions?

Research Design

This study used a descriptive design that took advantage of the power of quantitative analysis to determine and report the findings as they relate to the research questions. This self-report study solicited information from individuals using a questionnaire. Studies involving surveys or questionnaires account for a substantial proportion of research done in education. School surveys were generally conducted for the purpose of making recommendations or projections of educational goals which could furnish invaluable information to the educational program, the learning institution, and other agencies whose concerns are education related (Gay, 1996). Surveys could also provide a rapid turnaround in data collection from respondents who are from geographically diverse areas (Creswell, 1994).

The most commonly used instrument for survey research and data collection was the questionnaire. The United States Postal Service (USPS), accordingly, was the primary method for delivery of surveys (Fink, 1995). This study utilized a questionnaire, which was delivered by the USPS to all NABTE members, in an effort to gather information regarding business teacher education programs. Utilizing the USPS, data collection from the geographically disparate population was achieved conveniently and cost effectively.

Population

The population for this study included all 139 NABTE members. A list of member schools and the institutional representative was obtained from NBEA. The NABTE member institutional representative names were obtained from a 1998 membership list provided by NBEA. The representatives e-mail addresses were obtained from the NBEA web site, <http://www.nbea.org>.

Instrumentation

The self-designed questionnaire for this study contained six sections consisting of a total of 24 questions (see Appendix A). The first four sections requested standard demographic information regarding (a) institution demographics, (b) program demographics, (c) faculty demographics, and (d) student demographics. The fifth section of the census requested information regarding changes to the curriculum and the current curriculum content. The sixth and last section requested member representatives to rate the attitudes and perceptions toward the business teacher education program on a five-point Likert rating scale.

The instrument was initially tested for face validity during a meeting with the dissertation committee in mid May 1999. Comments from the committee were incorporated into the census. A pilot test was conducted for face and content validity. The census was mailed to five people believed to be experts in the field of business education. The experts were encouraged to make comments about any problems they encountered with clarity or readability of the questionnaire. The pilot test was then analyzed to test the face and content validity and to determine if the design and questions needed to be

revised. The expert respondents recommended minor changes which were then incorporated into the final instrument.

The first mailing included a questionnaire, a cover letter describing the nature of the study, and a postage-paid envelope which was mailed to NABTE member representatives in the latter half of September 1997. Respondents were assured of strict confidentiality; however, each questionnaire was marked with a number for follow-up purposes only. If a response rate of less than 60 percent was obtained after the first mailing, a second mailing of the complete instrument took place two weeks after the initial mailing. Two weeks after the second mailing, additional non-respondents were contacted by email or telephone to encourage subsequent replies.

Data Analysis

A descriptive analysis of appropriate variables was tabulated and reported. This included the number of schools that had and had not changed their curriculum to reflect the 1995/1997 Standards. Descriptive statistics identified by frequency the principal reasons for the curriculum change or lack of change.

The predictability of whether schools chose to implement or not implement the 1995/1997 Standards was analyzed using Discriminant Function Analysis. The predictor variables included the percentage of change in the graduate enrollment and/or the percentage of change in the undergraduate enrollment. The null hypothesis stated that there was no significant statistical predictability regarding the adoption to the 1995/1997 Standards. Statistical significance was defined as $\alpha \leq .05$. A practical level of significance was defined as 75 percent or greater predictability.

Question number 24 was analyzed by listing the frequency of responses and were reported for each category. A Chi Square Goodness-of-Fit Test was conducted to determine if responses differed from what would have been expected by chance. Data analysis also included comparisons found to be appropriate to this study.

CHAPTER FOUR

RESULTS

Introduction

This study's primary purpose was to investigate and determine if curriculum changes were made at NABTE institutions to reflect the 1995 NBEA *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business* (1995) and the 1997 NABTE *Business Teacher Education Curriculum Guide and Program Standards*. Questionnaires were sent to institutional representatives of all 139 NABTE institutions across the United States which constituted the entire population. Representatives were responsible for business teacher education programs and were requested to provide data in the form of questionnaire responses which helped to answer the following questions:

1. Had changes in the business teacher education curriculum requirements been made to reflect the 1995 NBEA and 1997 NABTE curriculum guide and standards?
2. Were trends in graduate and/or undergraduate enrollment associated with the schools decision to adopt or not adopt the 1995/1997 Standards?
- 3a. What were the major factors which related to the adoption or non-adoption of the 1995/1997 Standards?
- 3b. In general, what was the curriculum focus (e.g. business and information technology, instructional technology, office skills, etc.) for business teacher education programs at NABTE institutions?

Ninety NABTE institutional representatives responded to the questionnaire for a total response rate of 64%. Eight questionnaires were not tallied due to incomplete information, therefore, the net response rate was 59%.

Results of the Study

The procedures for the analysis of data for this study to investigate and determine if curriculum changes were made at NABTE institutions were described in Chapter Three—Discriminant Function Analysis, Chi Square Goodness-of-Fit test, frequency tabulations, and percentages. This chapter contains the findings of the data collected from the questionnaire mailed to member representatives of NABTE institutions. A copy of this instrument is included in Appendix A.

The predictability of whether schools chose to implement or not implement the 1995/1997 Standards was analyzed using Discriminant Function Analysis. The predictor variable used was the change in total enrollment for each of two years for each institution. The results gave a p value $\geq .05$ and the rate of correct predictability was less than 75%. The result from the Discriminant Function Analysis was neither statistically or practically significant.

The questionnaire was divided into six sections and the findings are reported and discussed as they relate to the questions posed in sections one through six. The first four sections requested standard demographic information regarding (a) institution demographics, (b) program demographics, (c) faculty demographics, and (d) student demographics. The fifth section of the census requested information regarding changes to the curriculum and the current curriculum content. The sixth and last section requested

member representatives to rate the attitudes and perceptions toward the business teacher education program held by their colleagues on a five-point Likert rating scale.

In section one of the questionnaire respondents were asked to provide institutional demographic information. This question was designed to elicit information about the average and range of enrollment at NABTE member institutions.

Responses to section two of the questionnaire provided answers to research question 3b: In general, what is the curriculum focus for business teacher education programs at NABTE institutions? Section two also provided a profile of the business teacher education program demographics: geographic location of each institution, school/college and department which housed the business teacher education program, school's national accrediting body, and whether the business teacher education program was always housed in the current school/college. The findings from this section are reported in frequency and percentage tables.

Section three was designed to elicit information about demographic variables as they relate to business teacher education faculty. The responses also included insight into the major reasons business teacher education programs have experienced a change in faculty. Findings from this section are reported in frequency and percentage tables.

In section four, the focus centered on responses which provided enrollment data on the number and category of students in business teacher education programs. The findings from this section are reported in frequency counts.

Section five focused on questions which answered research question one: Have changes in the business teacher education curriculum requirements been made to reflect

the 1995 NBEA and 1997 NABTE curriculum guide and standards? Findings from this section are reported in frequency and percentage tables.

In section six, member representatives were requested to rate the attitudes and perceptions toward the business teacher education program held by their colleagues on a five-point Likert rating scale. The findings are reported in frequency and percentage tables.

Section One

Question one. *What is the enrollment number in your institution?* The average enrollment at NABTE institutions in this study was 10,944. With a low of 700 and a high of 48,000, enrollment data was widely varied.

Section Two

Question two. *In which National Business Education Association (NBEA) region is your school located?* NABTE institutional representatives from all five NBEA regions responded to this questionnaire. The information in Table 1 shows the institutional location for respondents.

Institutional Location by NBEA Region	Frequency	Percent of total
Eastern Business Education Association	13	16%
Mountain Plains Business Education Association	14	17%
North Central Business Education Association	19	23%
Southern Business Education Association	24	29%
Western Business & Information Technology Educators	12	15%
TOTAL	82	100%

Table 1

Question three. *Your school's national accreditation is granted by which affiliate?*

The National Council for Accreditation of Teacher Education (NCATE) was the affiliate most often cited (80%, $n = 66$) as granting accreditation for the school which housed the business teacher education program. The American Assembly of Collegiate Schools of Business (AACSB) had the second highest number of responses with 29 (35%). Many schools have more than one accrediting affiliation.

Question four. *In which school is the business teacher education program?* Forty one (50%, $n = 81$) of the business teacher education programs were located in Schools/Colleges of Business, 28 (34%) were located in Schools/Colleges of Education, and twelve (14%) were located in other schools.

Question five. *Has the business teacher education program always been housed in the current school/college?* Fifty five (67%, $n = 81$) indicated that the business teacher education program had always been housed in the current location. Twenty six (31%) indicated that the program had been in a different location.

Question five a. *If no, of what other school(s) has it been a part?* The information listed below in Table 2 highlights the other locations of business teacher education programs. Although the majority of business teacher education programs are housed in

Schools/Colleges of Business and Schools/Colleges of Education, 31% have been in other locations.

School/College	Percentage of Total $n = 26$
Business	77%
Office Administration	3%
School of Applied Sciences	7%
Education	11%

Table 2

Question six. *Please specify in which department the business teacher education program is located.* As shown in Table 3, the top four department locations are Business Education, Business Information Systems, Education, and Business. The remaining department locations make up a very small percentage of the total.

Department	Percentage of Total $n = 78$
Business Education	24%
Business Information Systems	21%
Education	17%
Business	14%
Adult, Counselor, & Technology Education	5%
Curriculum & Instruction	5%
Academic Technologies & Educational Leadership	3%
Business & Economics	3%
Management/Marketing	3%
Occupational Studies	3%
Human Resource Training & Development	1%
Management Information Systems	1%
Professional Studies Division	1%

Table 3

Question seven. *What is the major focus of the business teacher education program?* Business and information technology is the primary focus of business teacher education programs by more than two to one, as the information in Figure 1 shows. The business core is the only other category that has more than 20%.

Section Three

Question eight. *Please indicate the rank and number of business teacher education faculty.* The information shown in Table 4 ($n = 81$) indicates full-time professors occupy the majority of business teacher education positions. Full-time associate professors and part-time other faculty follow as highest reported categories.

Rank	Professor		Assoc. Professor		Assist. Professor		Other	
Employee Status	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Number	92	9	70	10	61	4	28	72

Table 4

Question nine. *Please indicate the number of faculty in your business teacher education program for the last five years.* The results of the survey indicated that the change in the number of faculty positions between the inception of the 1995/1997

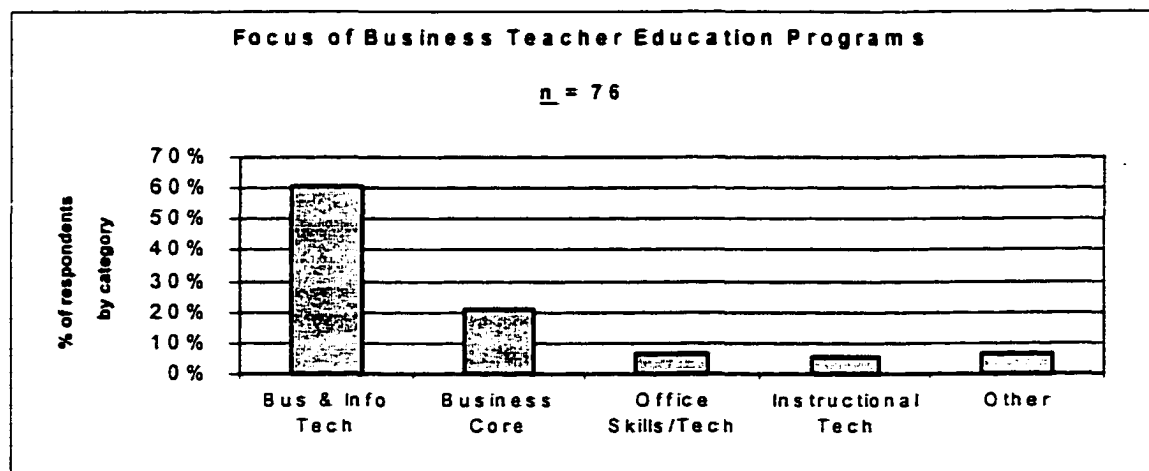


Figure 1

Standards until the questionnaires were tallied in October 1999 decreased by 14.5 ($n = 81$) positions.

Question nine a. *Does the number indicated in the table include faculty who teach business core classes.* An overwhelming majority of respondents did not answer this question. Of the five respondents to this question, three indicated that the numbers did include business core faculty and two indicated they did not include business core faculty.

Question nine b. *If your business teacher education program has experienced a change in the number of faculty, please list the top two reasons.* The top two reasons given for the decline in the number of positions were faculty retirement and decreasing student enrollment. Multiple other reasons were indicated; however, no reason was cited more than twice. Some of the reasons listed were: (a) budget constraints, (b) course and program consolidation/reorganization, (c) increased emphasis on Information Systems, (d) faculty transferred, and (e) unavailability of faculty replacements.

Question ten. *Has your administration/department/school had discussions about the elimination of the business teacher education program?* Sixty-one percent ($n = 79$) of the respondents indicated that they have not had a discussion about program elimination. Thirty-nine percent, however, had discussions regarding the elimination of the business teacher education program.

Question eleven. *Please indicate the number and degree held by business teacher education faculty for the last five years.* The number of responses received to this question were inadequate to summarize results.

Question twelve. *Please indicate the number of faculty teaching in the business teacher education program receiving annual compensation in the categories in the table.*

Because of incomplete responses to the tables in the questionnaire, sufficient data were unavailable for question analysis. Instead of indicating the number of faculty receiving compensation in each category, the respondents put a check mark in the category.

Question thirteen. *Please indicate the number of years of teaching service to business education.* Business teacher education faculty had the majority of their teaching experience in higher education institutions. Kindergarten through grade twelve experience made up less than one third of the average years of higher education teaching experience, as shown in Figure 2.

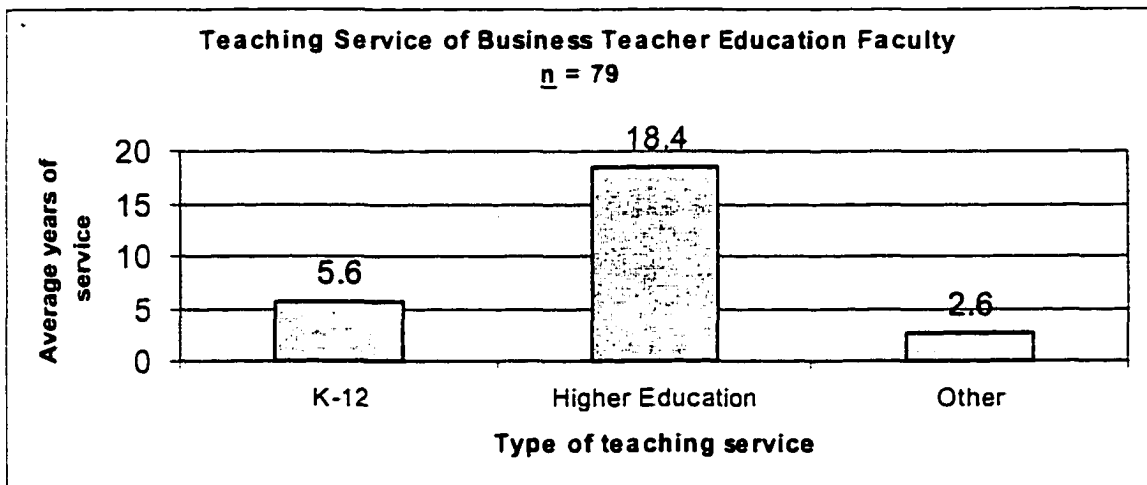


Figure 2

Question fourteen. *Program director/chair of the business teacher education program.* The ratio of male to female is almost 1:1. Thirty five females (49%, $n = 72$) and 37 males (51%) were reported to be business teacher education program director/chairs.

Question fifteen. *Please indicate the gender and number of business teacher education faculty.* Of the respondents indicating the gender of business teacher education faculty, 165 (60%, $n = 273$) were female and 108 (40%) were male. The percentage of males and females in business teacher education programs was not widely split.

Section Four

Question sixteen. *Please indicate the category and number of students enrolled in the business teacher education program.* There was clear indication that the number of students enrolled between 1997 and 1999 in all categories had increased. The number of students enrolled in doctoral programs had more than doubled in the same two-year span. The baccalaureate program enrollment grew by 8%, the masters program enrollment grew by 75%, and the doctoral program enrollment grew by over 100% between 1997 and 1999. The results shown in Table 5 ($n = 79$) clearly indicate that enrollment in graduate degree programs had grown more rapidly than the enrollment in baccalaureate degree programs.

Category	Number 1999-2000	Number 1998-99	Number 1997-98
Baccalaureate	2028	2013	1867
Masters's	898	614	513
Doctoral	42	23	20
Other: Certification/Licensure	92	79	54
Other: Post Baccalaureate	16	18	15
Other: Associate of Arts	5	6	3

Table 5

Question seventeen. *Please indicate the type and number of degrees awarded in your program.* The number of baccalaureate degrees awarded decreased by 28%, the number of master degrees awarded decreased by 1%, while the number of doctoral degrees awarded increased by over 100% from 1997 to 1999. Although LaBonty's 1999 study indicated a decline in NABTE business teacher education programs, the number of doctoral degrees awarded had increased as shown in Table 6 ($n = 79$).

Category	Number 1999-2000	Number 1998-99	Number 1997-98
Baccalaureate	434	643	604
Masters's	191	248	193
Doctoral	13	3	5
Other: Certification/Licensure	38	29	27
Other: Post Baccalaureate	9	8	10
Other: Associate of Arts	5	13	8

Table 6

Question eighteen. *Traditional students entering the business teacher education program tended to be prepared in college or vocational track.* Of the respondents to this question, indications show that 80% are prepared in the college track, 11% in vocational track, and 8% in other. Although business education is considered a vocational program the majority of students are prepared in college track courses.

Section Five

Question nineteen. *Have changes in your school's business teacher education curriculum requirements been made to reflect the 1995 NBEA and 1997 NABTE curriculum guides and standards?* Respondents to this question indicated that 65% ($n = 71$) have made changes to meet the 1995/1997 Standards and 35% have not made changes to meet the 1995/1997 Standards.

Question nineteen a. *If yes to question 19, how many semesters have they been in place?* In question 19a, respondents were asked to indicate how many semesters the 1995/1997 Standards had been integrated into their program. Of the 46 that acknowledged they had implemented 1995/1997 Standards, 42 indicated the number of semesters in which the curriculum changes had been made. The information in Figure 3

shows that the majority of responses indicated that curriculum change had been in place four semesters.

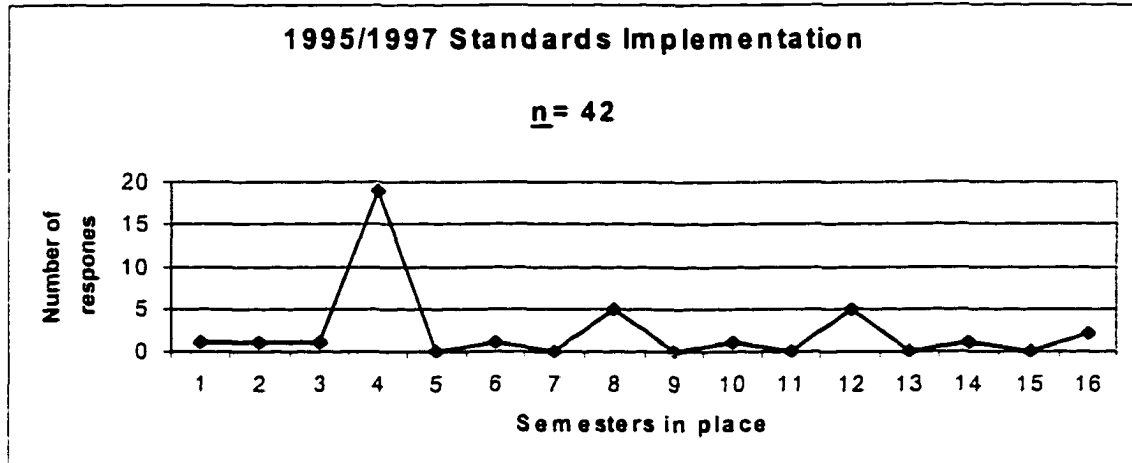


Figure 3

Question nineteen a, part i. *Why were changes in curriculum implemented.* The two major responses to this question indicated that the changes were made to keep the curriculum current and to comply with accreditation and state standards.

Question nineteen b. *If no to question 19, within how many semesters to you anticipate a move to 1995/1997 Standards.* Of the 25 programs that had not changed their curriculum to meet the standards, 48% indicated they will change within 1.5 semesters. In question 19c, which asked if the business teacher education program were not anticipating a change in curriculum, please specify why, an inadequate number of responses were received to analyze data.

Question twenty. *Please attach a copy of your program requirements.* The number of program requirements received was added to the responses in question 21 in order to summarize the data as shown in Figure 4. Thirty respondents attached their programs to the questionnaire.

Question twenty-one. Please indicate courses your business teacher education students are required (R) to take or choose as an elective (E) with the appropriate mark. The information shown in Figure 4 illustrates the course work most often required in business teacher education programs. Of the numbers receiving the most responses were management, marketing, economics, business law, information systems, communications, accounting, math, integrated software applications, and methods of teaching business courses.

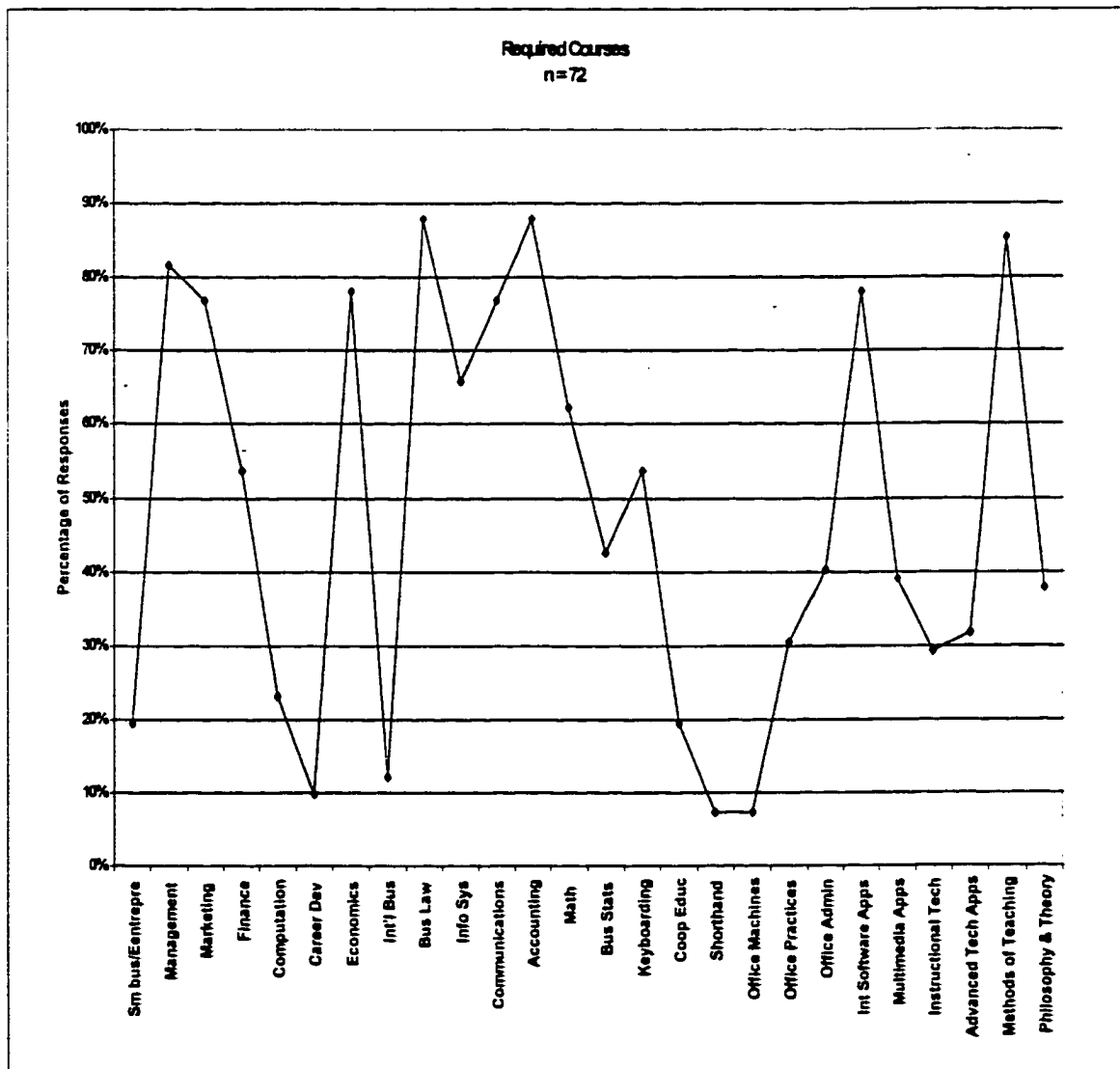


Figure 4

Question twenty-two. *If your students are not required to take the courses listed in question 21, please specify what training or education they have had to teach these courses at a school that has adopted the new NBEA curriculum.* Of the 17 responses to this question, 35% utilized continuing education and 29% received no other recommended opportunities to take courses which would meet the 1995/1997 Standards. The option to complete a masters in education with a business cognate made up 18% of the remaining responses.

Question twenty-three. *Do you offer vocational certification courses?* Sixty-seven percent ($n = 76$) of NABTE institution business teacher education programs reside in states which require vocational certification. States not requiring vocational certification made up 21% of the responses, and the other category received 12% of the responses.

Section Six

Question twenty-four. *Please indicate the attitude/perception toward the business teacher education program which is held by the majority of your colleagues in the school where your program resides.* A Likert scale of one to five was used to measure the attitude/perception held by colleagues in the school in which the business program resides. A Chi-Square Goodness-of-Fit test was utilized to test the frequency distribution which resulted in a Chi-Square value of 27.8 and a p value of less than .05. This frequency distribution was not what would have been expected by chance. Sixty-two percent ($n = 76$) of respondents believed that the majority of their school colleagues held a favorable opinion of the business teacher education program.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A unique group of business teacher educators responded to this study. These people were selected because they were the NABTE institutional representatives listed by NBEA. NABTE institutional representatives were most apt to be informed about current trends and issues in business teacher education curriculum. NBEA and NABTE both provide publications, services, and support for professionals in business teacher education. NBEA and NABTE also assist professionals in remaining current in subject area content.

The results of this study verified the assumptions in Chapter One that institutional representatives accurately reflected the departmental perspective regarding the queries set forth in the questionnaire. Respondents also demonstrated appropriate knowledge of department and program affairs. Several findings of this project paralleled those of LaBonty's 1997-1998 NABTE survey results.

Findings

A questionnaire was used for data collection which resulted in a comprehensive analysis of business teacher education programs. The purpose of this study was to investigate and determine if curriculum changes had been made at NABTE institutions to reflect the 1995 NBEA and 1997 NABTE Standards. This research sought to determine whether it was possible to categorize or predict based on selected variables business teacher education programs that had adopted the 1995/1997 Standards. The results of this study showed that 65% of the responding institutions had adopted the 1995/1997 Standards.

Research Question Number One. Had changes in the business teacher education curriculum requirements been made to reflect the 1995 NBEA and 1997 NABTE curriculum guides and standards? The following statements indicate the degree to which business teacher education programs have adopted the 1995/1997 Standards:

- Most (65%) of the business teacher education programs had adopted the 1995/1997 Standards.
- Of the 25 (35%) institutions that had not yet adopted the 1995/1997 Standards, 48% were anticipating adoption within 1.5 semesters.
- The 12 content areas of the 1995/1997 Standards are accounting, business law, career development, communications, computation, economics and personal finance, entrepreneurship, information systems, international business, inter-relationships of business functions, marketing, and management. The required courses of business teacher education majors in the institutions surveyed showed management, marketing, economics, finance, business law, information systems, communications, accounting, computation/math, integrated software applications, and methods of teaching business courses were among those receiving 50% or above response rates. The only 1995/1997 Standard content areas that did not receive a response rate of over 50% were entrepreneurship (20%), career development (8%), and international business (12%). Although these three content areas were not required by 50% or more of the respondents, some college and university business teacher education programs are recognizing and requiring these content areas. The findings also show that business

teacher education programs were incorporating the 1995/1997 Standards into their curriculum requirements.

- Of business teacher education programs that did not require students to take courses in the 12 content areas of the 1995/1997 Standards, 35% ($n = 17$) utilized continuing education and 29% received no other recommended opportunities to take courses. The option to complete a masters in education with a business cognate made up 18% of the remaining responses. Students who had found secondary business education teaching positions after graduation had a variety options to in which to receive education in all 12 of the 1995/1997 Standard content areas.

Research Question Number Two. Were trends in graduate and/or undergraduate enrollment associated with the school's decision to adopt or not adopt the 1995/1997 Standards?

- The information in Figure 5 shows that business teacher education programs that did adopt the 1995/1997 Standards experienced a 13.3% enrollment increase from the 1997/1998 to 1998/1999 school years and a 2.7% enrollment increase from 1998/1999 to 1999/2000 school years. Business teacher education programs that did not adopt the 1995/1997 Standards experienced a 8.6% enrollment increase from the 1997/1998 to 1998/1999 school years and a 4.5% enrollment decrease from the 1998/1999 to 1999/2000 school years. The net enrollment increase for business teacher education programs that had adopted the 1995/1997

Standards was 16.4%, while the net enrollment increase for programs that had not adopted the 1995/1997 Standards was 3.9%.

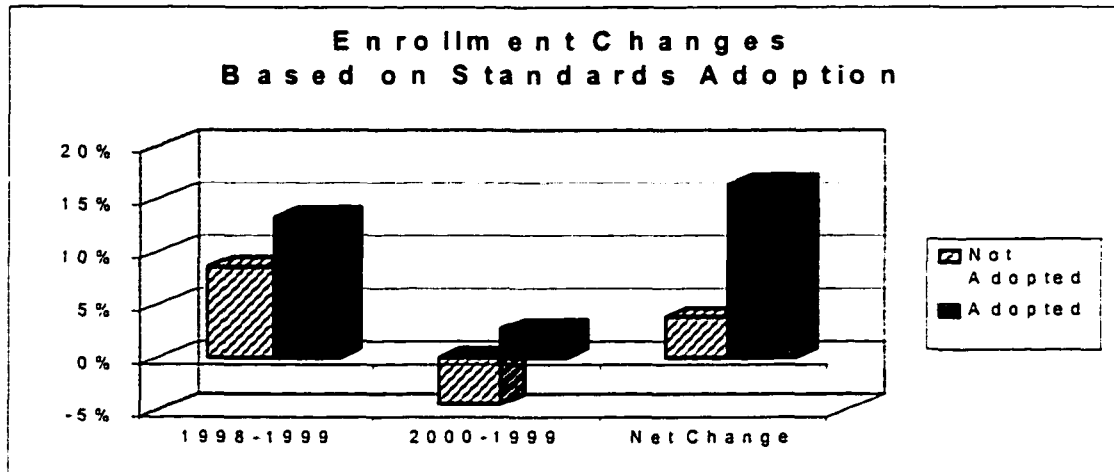


Figure 5

- Of particular interest to note here is the amount of increase of students enrolled in graduate programs from 1997 to 2000. Doctoral enrollment had increased by 110% and masters enrollment had increased 75%. In addition, the enrollment in certification/licensure programs had increased by 70%.

Research Question Number Three A. What were the major factors which related to the adoption or non-adoption of the 1995/1997 Standards?

- Survey respondents indicated that the top two reasons for adopting the 1995/1997 Standards were to keep the curriculum current and to comply with accreditation and state standards. Another reason given by several respondents was to meet technology mandates.

Research Question Number Three B. In general, what was the curriculum focus (e.g. business and information technology, instructional technology, office skills, etc.) for business teacher education programs at NABTE institutions?

- Over 60% of business teacher education programs focused on business and information technology. The business core is the only other category that received more than 20% of the responses.
- In business teacher education programs located in Schools or Colleges of Education, over 50% required business and information technology as their major focus. Thirty percent of business teacher education programs required the business core.
- In business teacher education programs located in Schools or Colleges of Business over 70% required business and information technology as their major focus. Over 20% of the business teacher education programs required the business core.
- The office skills/technology option does not appear to be a major focus in departments located in either the Schools or Colleges of Business or Schools or Colleges of Education. Only three respondents to the questionnaire indicated that the office skills/technology option was the major focus. These three programs were housed in Schools or Colleges of Business.

Conclusions

The NBEA published *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business*, in 1995 to provide up-to-date standards by which all business education programs could be measured. This publication explained the wide range of areas that business education encompassed and provided curriculum for educators to use as guidelines in helping students in kindergarten through

grade fourteen become business literate (NBEA, 1995). The development of the new NBEA standards furnished a framework that allows business education curriculum to parallel national and international business practices (NBEA, 1999).

The institutional division of the NBEA, NABTE, followed NBEA's lead and published the *Business Teacher Education Curriculum Guide and Program Standards* in 1997. This publication was based on the 1995 NBEA national standards and developed with the belief that the only way to assist students in kindergarten through grade fourteen in becoming business literate, is to provide relevant curriculum and professional development opportunities to current and future business teachers.

The adoption of the 1995/1997 Standards by 65% of the institutions surveyed indicates that the 1995/1997 Standards have been incorporated into a majority of business teacher education programs. A 65% adoption rate in four years also indicates that business teacher educators are responsive to national curriculum reform. The adoption rate varied by region across the nation.

Some of the findings from this study parallel LaBonty's (1999) 1997-1998 NABTE business education survey. The areas in which the survey questions were similar in nature will be reviewed. In both studies the rate of responses from both the Southern (29%) and Mountain Plains (17%) regions were the same. The response rates from the other three regions include (a) North Central, 23% this study and 26% LaBonty's (1999) study; (b) Eastern, 16% this study and 17% LaBonty's (1999) study; and (c) Western, 15% this study and 12% LaBonty (1999) study.

The two bodies most often noted as granting accreditation to business teacher education programs included NCATE and AACSB. NCATE received the highest number

of responses in both studies. This study showed that 66 of 82 respondents indicated their program was accredited by NCATE, while LaBonty's (1999) study showed 61 of 83 were accredited by NCATE. Twenty-nine programs from this study were accredited by AACSB and 27 programs from LaBonty's (1999) study were accredited AACSB.

The rate of response for both studies was comparatively equal. This study received 82 responses and LaBonty's (1999) study received 83 responses from the 139 NABTE institutions. Although these numbers were comparable, the results in the following instances show that the same group did not respond to both studies.

In LaBonty's (1999) study, 30% of respondents indicated that the business teacher education programs were located in the School or College of Business and 57% were located in the School or College of Education. The opposite was found in this study where 41% of business teacher education programs were located in the School or College of Business and 34% were located in the School or College of Education. The only way to accurately determine where the majority of programs are housed is to survey the chair or director of the business teacher education program in all 139 NABTE institutions.

A major discrepancy arose when reporting the number of full-time professors at NABTE institutions. This study showed 92 faculty members held the rank of full-time professors, while LaBonty's (1999) study showed only 62 faculty members held the rank of full-time professors. In this study, there were 70 people at the rank of full-time associate professor as compared to LaBonty's (1999) study which showed 48 people at this rank. This study also showed that the number of part-time faculty classified as Other was 72 as opposed to LaBonty's (1999) study which showed 20 part-time faculty.

This study showed that five NABTE institutions offered doctoral degrees and 35 offered masters degrees in business teacher education. LaBonty's (1999) study showed that nine NABTE institutions offered doctoral degrees and 17 offered masters degrees in business teacher education. The only way to accurately determine the number of business teacher education programs that offer graduate degrees would be to contact the chair or director of the business teacher education program in all 139 NABTE institutions.

Respondents from the Western region indicated that 75% of business teacher education programs had adopted the 1995/1997 Standards. The region with the next highest percentage of adoption was the North Central region with 68%. The Southern region follows with 63% and the Eastern and Mountain Plains regions follow with 62% and 57%. The Western region affiliate changed its name from the Western Business Education Association to the Western Business and Information Technology Educators (WBITE). This name change reflects WBITE's strong business emphasis as well as the importance of technology in business education.

The majority of business teacher education programs had as their focus, business and information technology (61%). The second major focus in programs was the business core (20%). The major focus of business teacher education programs located in Schools or Colleges of Business was business and information technology instead of the business core. The major focus in Schools or Colleges of Education is also business and information technology followed by the business core. Several of the respondents indicated that business and information technology and the business core were required in their programs. This indicates that technology has been integrated into and is a major focus of business teacher education programs.

According to LaBonty's (1999) survey, titles of the business teacher education program/department varied widely. This study found that the majority of business teacher education department were entitled business education, followed closely by business information systems. None of the respondents indicated that their program title included the term office administration or office education. Ten years ago, the word office appeared in many business teacher education program titles. Office administration and office education courses did not appear to be major foci in the programs surveyed. This indicates that there was a move from the old "office skills" focus and the stigma attached to "office skills" in business teacher education programs. This was also another reason why the Western region changed their name and focus to business and information technology education. The information in Figure 4 (p. 56) shows that the office skills courses no longer predominate the required course work.

Another change apparent in this study was the fact that the majority of faculty members in business teacher education programs were full-time professors. As these full-time professors retire, the number of business teacher education faculty members may decrease unless the positions are again filled by tenure-track faculty. According to Okula (1999), adjunct professors instead of tenure-track faculty were currently filling the positions left open by retiring faculty. The shortage of college/university business teacher educators will continue to grow unless business teacher educators address the problem better than they have in the past. Pat Moody, Dean of Applied Professions at the University of South Carolina in Columbia, stated that the most serious problem in business education today is the teacher shortage at every level (Okula, 1999).

To this point, the study has provided indications that change has taken place in business teacher education curriculum. Variability of the enrollment data did not allow for prediction, but overall numbers indicate a 325% net enrollment difference between business teacher education programs that have adopted the 1995/1997 Standards and programs that have not adopted the 1995/1997 Standards as shown in Figure 6 (To save referencing Figure 5 on p. 61, Figure 6 has been included on this page also). The net change in enrollment is heavily on the side of schools that have adopted the 1995/1997 Standards. The positive relationship between the 1995/1997 Standards adoption and the percent of change in overall enrollment is the most impressive finding of this study.

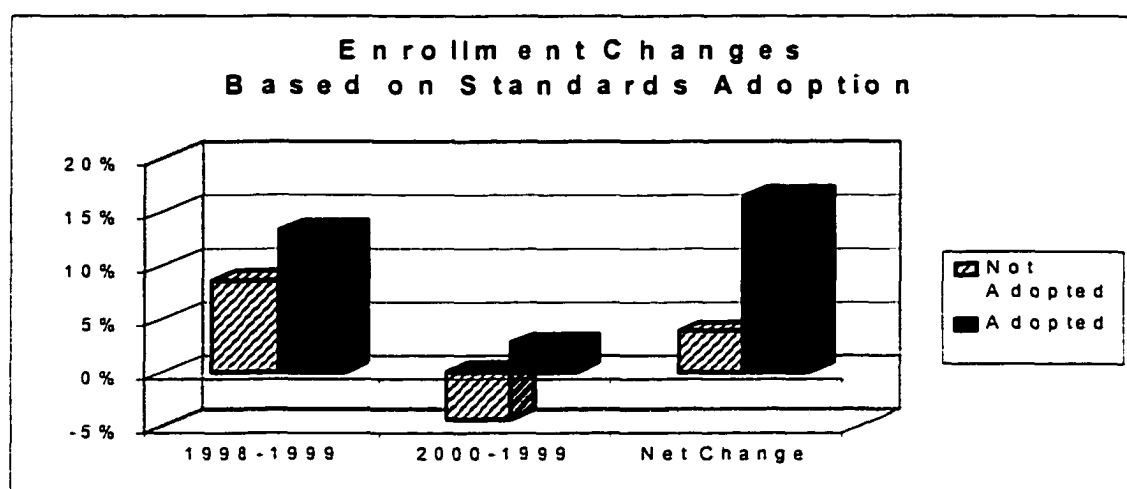


Figure 6

Recommendations

Recommendations which emerged from this study are as follows:

- All business teacher education programs should adopt the 1995/1997 Standards.

- All business teacher education programs should continue to change curricula to meet the proposed NBEA and NABTE standards updates.
- Business teacher education programs and national associations should continue to pursue ways in which to remedy the business teacher shortage at all levels.
- NBEA and NABTE standards should continue to adapt to the continuous changes taking place from educational reform and be responsive to the needs of business and industry.
- Business teacher education should continue incorporating emerging and relevant technology into their programs.
- Business teacher educators should model pedagogically sound methods of using technology in their curriculum.
- Further research should be conducted in which every business teacher education program chair or director is contacted directly by telephone. This type of study would clarify discrepancies found from this study and LaBonty's (1999) study.
- This study should be conducted again to determine longitudinal changes. After new curriculum has been in place for more time, one might expect predictability to occur.
- Further research should be conducted which studies the changes occurring in business teacher education curricula. The findings of this future research should be submitted as reports to national organizations and NABTE institutions.

Business teacher educators as well as educators in a variety of other fields have been or are in the throes of standards development and implementation. This nationwide movement focuses on standards and is a major part of educational reform in the United States today. Dugger (1999) may best express the belief held by many people involved with the creation and implementation of standards:

Content standards represent not an end, but a beginning. Looking back, developing standards may be the easiest part . . . The difficulty lies ahead in the acceptance and implementation of the standards . . . The common sense of educational reform and the improvement of technological literacy begins with the implementation of these standards—now, at the beginning of the 21st century (p. 62).

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APPENDICES

Appendix A
Survey Instrument

SURVEY INSTRUMENT**Curriculum Revision & Implementation:
Implications for Business Teacher Education**

1. What is the enrollment number in your institution? _____

Program Demographics

2. In which National Business Education Association (NBEA) region is your school located?
- a. Eastern
 - b. Mountain Plains
 - c. North Central
 - d. Southern
 - e. Western
3. Your school's national accreditation is granted by which affiliate(s)? (please circle all that apply)
- a. National Council for Accreditation of Teacher Education (NCATE)
 - b. American Assembly of Collegiate Schools of Business (AACSB)
 - c. Association of Collegiate Business Schools and Programs (ACBSP)
 - d. Other (please specify) _____
4. In which school is the business teacher education program?
- a. School/College of Education
 - b. School/College of Business
 - c. Other (please specify) _____
5. Has the business teacher education program always been housed in the current school/college?
- a. Yes
 - b. No
- If no, what other school(s) has it been a part? _____
6. Please specify in which department the business teacher education program is located.

7. What is the major focus of the business teacher education program?
- a. Business and information technology
 - b. Business core
 - c. Office Skills/Technology
 - d. Instructional Technology
 - e. Other (please specify) _____

Faculty Demographics

8. Please indicate the rank and number of business teacher education faculty.

Rank	Professor		Assoc. Professor		Assist. Professor		Other	
Employee Status	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Number								

9. Please indicate the number of faculty in your business teacher education program for the last five years.

- a. Does the number below include faculty who teach the business core classes? ☐ Yes ☐ No

1999-2000	1998-1999	1997-1998	1996-1997	1995-1996

- b. If your business teacher education program has experienced a change in the number of faculty, please list the top two reasons for that change.

1. _____ 2. _____

10. Has your administration/department/school had discussions about the elimination of the business teacher education program?

- a. Yes
b. No

11. Please indicate the number and degree held by business teacher education faculty for the last five years.

Degree	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Ed.D. in Education					
Ph.D. in Education					
Ph.D./D.B.A. in Business					
Other (please specify) _____					
Other (please specify) _____					

12. Please indicate the number of faculty teaching in the business teacher education program receiving annual compensation in the range of:

Number of Faculty	Annual Compensation Range
	\$30,000 - 40,000
	41,000 - 50,000
	51,000 - 60,000
	61,000 - 70,000
	71,000 +

13. Please indicate the number of years of teaching service to business education in each category.

Business Teacher Ed. Faculty	K - 12	Higher Education	Other	Total Years of Service
Faculty 1				
Faculty 2				
Faculty 3				
Faculty 4				
Faculty 5				
Faculty 6				
Faculty 7				
Faculty 8				
Faculty 9				

14. Chair of the business teacher education program is:
- Female
 - Male

15. Please indicate the gender and number of business teacher education faculty:

Gender	Number
Female	
Male	

Student Demographics

16. Please indicate the category and number of students enrolled in the business teacher education program.

Category	Number 1999-2000	Number 1998-99	Number 1997-98
Baccalaureate			
Masters's			
Doctoral			
Other (please specify) _____			
Other (please specify) _____			

17. Please indicate the type and number of degrees awarded in your program.

Category	Number 1999-2000	Number 1998-99	Number 1997-98
Baccalaureate			
Masters's			
Doctoral			
Other (please specify) _____			
Other (please specify) _____			

18. Traditional students entering the business teacher education program tended to be prepared in:
- College track
 - Vocational track
 - Other (please specify) _____

Curriculum

19. Have changes in your school's business teacher education curriculum requirements been made to reflect the 1995 NBEA and 1997 NABTE curriculum guides and standards? ☐ Yes ☐ No
- a. If yes, how many semesters have they been in place? _____
- i. Why were changes in curriculum implemented? _____
- _____
- _____
- b. If no, within how many semesters do you anticipate a move to the 1995/1997 Standards? _____
- c. If not anticipating a change in curriculum, please specify why. _____
- _____
- _____
20. Please attach a copy of your program requirements, then skip to Question number 22. If not available, please answer Question number 21.
21. Please indicate courses your business teacher education students are required (R) to take or choose as an elective (E) with the appropriate mark.

R or E	Course	R or E	Course	R or E	Course
	Small business mgmt. /entrepreneuership		Information systems		Office practices
	Management		Communications		Office administration
	Marketing		Accounting		Integrated software apps.
	Finance (personal or business)		Math (above 100)		Multimedia applications
	Computation		Business statistics		Instructional technology
	Career development		Keyboarding		Advanced technology apps. (e.g. multimedia, programming, HTML, etc.)
	Economics (macro or micro)		Cooperative education		Methods of teaching business
	International business		Shorthand/notetaking		Philosophy & theory of vocational business educ.
	Business law		Office machines		

22. If your students are not required to take the courses listed in Question 21, please specify what training or education they have to teach these courses at a school that has adopted the new NBEA curriculum?
- Continuing education courses
 - Complete an masters in business administration
 - Complete a masters in education, with business cognate options
 - None
 - Other (please specify) _____
23. Do you offer vocational certification courses?
- Yes, state requires vocational certification
 - No, state does not require vocational certification
 - Other (please specify) _____

Attitudes and Perceptions

24. Please indicate the attitude/perception toward the business teacher education program which is held by the majority of your colleagues in the school where your program resides.

	5	4	3	2	1	
Positive						Negative

Appendix B**Cover Letters to NABTE Institutional Member Representatives**



Curriculum and Instruction
School of Education
The University of Montana
Missoula, Montana 59812-1054
(406) 243-4217

September 24, 1999

Dear Business Teacher Educator

Business education programs and business teacher education are at the crossroads of opportunity and challenge. Within a few short years, every job will require some skill in information processing technology. Awareness of the global economy, as well as the basics of international business, will also be crucial in preparing students to compete in the business world of the future. The opportunity for business education programs and business teacher education lies in the challenge of preparing well-qualified, business-literate individuals for the nation's workforce. Through comprehensive and systematic curriculum change this challenge can be met.

In 1995, NBEA published *The Standards for Business Education: What American Students Should Know and Be Able To Do in Business*. NABTE followed suit in 1997 by developing the *Business Teacher Education Curriculum Guide and Program Standards*, which includes an area delineating subject competencies. The business teacher education curriculum must include a broad range of introductory business subjects as well as study in areas related to business. These areas should match the NBEA Curriculum Standards Model. Subject competencies must be infused into the business teacher education curriculum if our business teacher education students are to be prepared to teach in the new millennium.

Enclosed is a brief survey that will provide information regarding the status of business teacher education curriculum. Please return the enclosed questionnaire in the pre-addressed, postage-paid envelope within two weeks. Your responses will be confidential, however, each questionnaire will be marked with a number for follow-up purposes only.

Your valuable input will help to assure that we are providing our students with a relevant curriculum which will assist them in becoming leaders in education. After completion of this study, you will receive a summary of the findings. We would like to thank you for your participation and look forward to receiving your completed census by October 8, 1999.

Sincerely,

Dr. Billie J. Herrin
Sandra R. Williams

October 13, 1999

Dear Business Teacher Educator

Two weeks ago you received a questionnaire regarding the status of the Business Teacher Education curriculum in your school. As of today, we have not yet received your completed questionnaire.

Because of the importance each questionnaire has to Business Teacher Education and our study, we are writing you again. Please take a few minutes to complete the questionnaire today. If you have already completed the questionnaire, we apologize for any nuisance this follow-up mailing may have caused. Please email swilliam@selway.umt.edu if you need another copy of the questionnaire.

We recognize how busy you must be and greatly appreciate you taking this time to complete the questionnaire. Your valuable input will help assure that we are providing our students with a relevant curriculum which will assist them in becoming leaders in education.

Dr. Billie Herrin & Sandra Williams

November 3, 1999

Dear Business Teacher Educator

Have you heard that Elvis has been **seen teaching business teacher education** courses at a university near you? "The King" **completed his survey and returned it to me last week.** We are both anxiously awaiting the **arrival of your completed survey.**

Seriously, this is my third and final plea (assuming you complete it) for you to complete the enclosed survey instrument. Information from your completed survey is of vital importance and will help business teacher educators know the status of our curriculum across the nation. This research may also provide additional support for business teacher education programs wishing to implement the 1997 NABTE Standards. The results of this survey will be shared with all business teacher educators through one of our publications.

In addition to providing critical information for business teacher educators, these data will also help finalize my doctoral dissertation (Elvis says, "Yeah!"). Enclosed is a copy of the survey instrument first mailed to you on September 24, 1999. "Don't be cruel," please take a few minutes to complete and return the survey today. Elvis and I will be eternally grateful.

Pleadingly yours


Sandra Williams



Thank you very much.
Elvis

Fourth Request for Respondents
E-mail

Dear Business Teacher Educator

On November 3, Elvis and I mailed you a questionnaire asking for your participation in a survey of business teacher educators regarding the status of our curriculum. To date we have not received your response. Your response is very important to this study. If you have already responded, thank you for your help and please excuse this communication. If you have not responded, please take a minute now to complete the questionnaire. If you require additional information please contact Sandra Williams at (406) 243-4073 or swilliam@selway.umt.edu.

Again, thank you.

.